

GRADUATE POLICY HANDBOOK 2023–2024



School of Education



UNIVERSITY OF
St. Thomas

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SCHOOL OF EDUCATION GRADUATE POLICY HANDBOOK 2023-2024

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GENERAL INFORMATION

Welcome to the School of Education (SoED)

The School of Education is a learning community of students and alumni, faculty, administrative staff, and supportive regional, national, and international stakeholders who believe in seeking a better world through learning, scholarship, and human service. Your studies at St. Thomas are offered in the liberal arts tradition and are intended to initiate or advance your purpose, knowledge, and skills as a critically reflective professional.

University of St. Thomas Mission Statement

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

School of Education Vision Statement

The University of St. Thomas School of Education prepares transformative teachers and leaders to positively impact students' lives.

Conceptual Framework of the School of Education

The School of Education builds upon four Cornerstones that ground our Vision and help us live out the Mission of the University of St. Thomas. The four Cornerstones are:

- Promoting Excellence
- Preparing Tomorrow's Leaders
- Connecting with Communities
- Inspiring Change

Our students think, act, and work – all for the common good.

Promoting Excellence

We deliver on our promise of excellence by offering academically rigorous preparation programs and extensive field experience. We prepare teachers in license areas with critical shortages, including all six special education license areas as well as mathematics and science education. Our scholar-practitioners use research and best practices to develop quality educators prepared to advance the common good.

Think, act, and work: pursue excellence, all for the common good.

Preparing Tomorrow's Leaders

The 21st century presents novel opportunities for educators: shifting demographics; heightened awareness of the need for diversity, equity, and inclusion; new technologies; and forces of globalization have altered the field. Initiatives such as our Collaborative Urban and Greater Minnesota Educators of Color scholarships program help increase teacher diversity throughout Minnesota. We leverage new opportunities through evidence-based practices, culturally sustaining pedagogy, and state-of-art technologies. We introduce students to international dimensions of the field through study abroad and through our partnership with Chile’s Universidad de Concepción. We thus prepare teachers and leaders for the classrooms, schools, and universities of today and tomorrow.

Think, act, and work: educate for tomorrow, all for the common good.

Connecting with Communities

The cultural heritages, life experiences, perspectives, and values of all stakeholders matter. We engage in dialogue with all, with an open mind and interest in diverse perspectives and solutions, to improve student learning and education. We offer students the opportunity to acquire real-world experience early in their studies, and often. Collaborative programming and community partnerships contribute to the success of our graduates and prepare them to help all students reach their full potential. We partner with school districts, including the Minneapolis and St. Paul districts, through innovative “grow your own” degree programs. As a charter school authorizer, we oversee 13 urban schools serving approximately 6,000 students.

Think, act, and work: build community, all for the common good.

Inspiring Change

Embracing change with a commitment to continuous improvement inspires the transformation of educational institutions and students’ lives. We value and engage in continuous learning and use acquired knowledge to mentor our students to work toward equity for all. We prepare change-makers who are self- and socially-aware, effective, and ethical teachers and leaders. They serve as advocates for educational justice and advance the common good. Our graduates are motivated by the understanding that *every child deserves a champion*.

Think, act, and work: change schools and lives, all for the common good.

School of Education Professional Dispositions

Dispositions are the professional habits of mind that will indirectly and directly influence your growth and professional development. The SoED has five specific professional dispositions that originate from the University's mission and align with the professional standards for which each program is responsible. The dispositions are:

1. Morally responsible leadership
2. Critical thinking
3. Wise action
4. Skillful work
5. Advancement of the common good

In addition, your individual program may have specific dispositions, expected personal characteristics, or competencies that directly align with the professional expectations for which you are preparing. You are responsible for understanding the unique requirements of your program relating to dispositions, personal characteristics, or competencies.

Accreditation

The University of St. Thomas is accredited by the Higher Learning Commission, (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

All teacher licensure programs are approved by the Professional Educator Licensing and Standards Board (PELSB). All K-12 administrative licensure programs are approved by the [Minnesota Board of School Administrators](#) (BOSA).

Organization of the School

SoED programs cluster around two broad areas: 1) the preparation of teachers and administrators for K-12 schools, and 2) the preparation of individuals for a diverse set of leadership positions. The School includes:

- A central SoED administration, with a dean, associate dean, and an administrative staff
- The SoED's programs from baccalaureate through doctoral levels

Change Disclaimer

SoED students are subject to University student policies and SoED policies. This policy handbook is the only policy handbook for the SoED, and the policies and procedures herein supersede any earlier SoED policies on the same subject. The School reserves the right to change policies and procedures at any time. The student's program of study (degree requirements) is agreed to at the time of admission, and since curricular requirements change from time to time, upon adoption of a new program of study,

students may waive their original program and adopt the latest or remain with the original. Licensure requirement changes adopted by the licensing agency will change as dictated by the agency.

Although curriculum changes are intended to go into effect with each new catalog year, the School reserves the right to change curriculum requirements at any time that licensure / accreditation demands require such change.

Email as Official Communication

Email is the official mode of communication at the University of St. Thomas.

Every student registered for classes is issued a St. Thomas email account. The University has determined that official communication with current students will be through their St. Thomas email accounts. Students are responsible for monitoring their University email accounts while at St. Thomas.

Students are advised to watch for updated information through email, mail notices, newsletters, and bulletin boards. You may check your St. Thomas email via [OneStThomas](#), or set it to automatically forward to your most frequently accessed email box.

Student Records

Consistent with the Family Educational Rights and Privacy Act (FERPA) of 1974 information in a student's record generally will not be released without the student's written consent, except as allowed or required by law. Students may ask to review their SoED educational program records. According to law, 45 days are allowed to respond to such requests. Typically, less time is required. Those wishing to challenge the accuracy of their records are entitled to a hearing upon written request to the School.

Public Safety

The Public Safety Department's main office is located on the first floor of Morrison Hall on the St. Paul campus. Public Safety also staffs information desks on the first floor of Terrence Murphy Hall, the second floor of Opus Hall, and the first floor of the Law School in Minneapolis. Along with regular security functions, the department provides services such as walking escorts, battery jump starts, and vehicle lockouts. Please note that information desks in Minneapolis are not staffed at all times, as officers are routinely called away for patrol and service functions. If you have a service request, please contact the non-emergency number, 651-962-5100. The Public Safety Emergency number is 651-962-5555 (or 2-5555 from a campus phone).

Additional information, such as security bulletins and advisories, the campus crime log, and Campus Security Act Reports, can be found at the department web site:

<https://www.stthomas.edu/publicsafety/>

Inclement Weather

Please see <https://news.stthomas.edu/winter-weather-guidelines/> for information about course cancellations due to inclement weather.

Student Photo ID Cards

Students are expected to carry their St. Thomas photo ID cards with them whenever they are on campus. For security reasons, public safety officers are authorized to ask students to show an ID at any time. Student IDs are also required for such things as library services. A special feature of the St. Thomas ID card is the Express Account. Any University of St. Thomas student may open an Express Account. This account offers a convenient way to access services without having to carry cash. Contact the [Card Office](#) for more information.

Transcript Requests

There is no fee for an official [transcript request](#). Official transcripts will not be issued to students whose accounts are delinquent.

Special Accommodations

Qualified students with documented disabilities who may need classroom accommodations should make an appointment with [the Disability Resources office](#). Appointments are made by calling 651-962-6315. You may also make an appointment in person in Murray-Herrick 110.

Applicable Policies

SoED graduate students are subject to at least three categories of policies:

- University policies that are applicable to all students across the University
- University policies that are applicable to all graduate students across the University
- SoED policies that are applicable only to students enrolled in SoED programs and courses

University of St. Thomas graduate student policies and general student policies apply to all SoED graduate students unless the School, the department, or the specific program in which the student is enrolled has more stringent policies (in that case the more stringent policies apply).

All students are expected to be familiar with all policies that apply to them, and we advise you to review them. Policies applicable only to SoED graduate students are contained in this handbook. Graduate student policies and a link to general graduate academic policies can be found at: [University of St. Thomas General Graduate Policies](#). Policies applicable to all students can be found [in the University's policy repository](#). Some policies applicable to all students are also referenced in this handbook for convenience.

Questions about the applicability of general University of St. Thomas student policies should be directed to the SoED Director of Marketing and Enrollment or to the policy owner identified in the policy.

Departments or programs within the SoED may have additional policies, beyond those described in this Handbook. Please check with your advisor.

Student Rights and Responsibilities

Students have the right to a comfortable, respectful classroom environment free of intimidation and focused on achievement. Students have the responsibility to commit time and energy appropriate to the learning challenge, to respond and interact with the instructor and other students, to expand the boundaries of their current knowledge and skill, and to share their experience and expertise in class. Students have the responsibility for collaborating in the learning process, respecting and attending to the views of others, and initiating attention to special needs.

Information Links

[Graduate Writing Center](#)

[Commencement Information](#)

[Admissions Application Form](#)

[Graduate Catalog](#)

[Express Card Office](#)

[Financial Aid](#)

[Counseling and Psychological Services](#)

[Parking Services](#)

[Public Safety Office](#)

[Policy Repository](#)

[Transcript Requests](#)

Undergraduate Policy Information

This Handbook is intended for Graduate Students, but we include some links here to undergraduate course and policy information for your reference, in case it is helpful.

[Undergraduate Academic Catalog](#)

[Undergraduate Teacher Education](#)

[University Student Policies](#)

GRADUATE ADMISSIONS

SoED Admission Policies

The SoED is committed to recruiting, enrolling, and educating a diverse, socially representative population of students. To this end, the School employs multiple methods of assessment to ensure the admission of qualified candidates.

In order to be admitted as a degree-seeking student to a graduate program, a student must have been awarded a baccalaureate degree from a United States institution accredited by a regional accrediting organization. Students with degrees from institutions outside the United States must comply with policies on [international admissions](#).

SoED Admissions Office

Address all application documents to:
gradadmissions@stthomas.edu

SoED Graduate Admissions
Box 5, 1000 LaSalle Ave.
Minneapolis, MN 55403

SoED Applications Deadlines

Application deadlines vary by school and program. Check with each program for information.

Students entering the School of Education typically start in the Fall, Spring or Summer academic semesters, with select programs using the alternative start dates. While the day of your first class may vary, below you can find the timeline for the various starts of term and accompanying admissions deadlines.

Please note: Doctorate programs have different admissions timelines.

See your specific program page for more information. You must be admitted and complete your intent to enroll form prior to the first class.

Early Admission Deadlines

Academic Term	Start of Term	Admission Deadline
Fall Term I	August-September	July 15
Fall Term II	Late October	September 15
Spring Term I	January-February	December 1
Spring Term II	Early March	February 1
Summer Term I	May	May 1
Summer Term II	July	May 1

Final Review Dates for Rolling Admission

Academic Term	Start of Term	Final Admission Deadline
Fall Term I	August-September	August 25
Fall Term II	Late October	October 1
Spring Term I	January-February	January 10
Spring Term II	Early March	February 15
Summer Term I	May	May 20
Summer Term II	July	June 20

Late Admissions

Applications received after the deadline **may be eligible** for non-degree admission.

Late applicants will be considered for, but not guaranteed, regular admission in the subsequent term. Non-degree students enroll for classes after all students who have met recommended or final deadlines. Non-degree students are not eligible for financial aid.

SoED Full Admissions Policy

Educational Leadership – Special Education – Teacher Education

Minimum Requirements – All Degree and Licensure Programs

- Bachelor’s degree from regionally accredited institution with a 3.0 GPA
- Official transcripts for all undergraduate and graduate coursework
- 2 letters of recommendation
- Personal Statement
- Résumé
- Complete online application
- English Language Proficiency: applicants whose primary language is not English must take the Test of English as a Foreign (TOEFL) prior to being accepted. TOEFL score requirements can be found on the Graduate International Admissions website. Since English proficiency is directly related to program success, applicants will not be admitted and may not begin taking classes until passing TOEFL scores are on file in the SoED office. No TOEFL exam is required if an applicant has graduated from either an undergraduate or graduate program in which all coursework was completed in English.

Special Education and Teacher Education licensure programs, with or without MA option

- All minimum SoED requirements
-PLUS-
- Review by Admissions Committee

All departments, MA-only programs (no licensure preparation)

- All minimum SoED requirements
-PLUS-
- Review by departmental designee(s)

Education Specialist (EdS) Department of Educational Leadership

- All minimum SoED requirements
-PLUS-
- Master’s level degree
- Interview

Doctor of Education (EdD) in Educational Leadership and Learning

- All minimum SoED requirements
- -PLUS-
- Professional portfolio OR official Graduate Records Exam (GRE) scores OR Miller Analogies Test (MAT)
- -PLUS-
- Interview

SoED Provisional Admissions Policy

Educational Leadership – Special Education – Teacher Education

If a candidate does not meet the minimum requirements for the SoED, or supplemental requirements for any specific degree program, provisional admission may be offered. Students who are provisionally admitted must meet all the following conditions:

- Enroll for two continuous terms, excluding J-term: either Fall/Spring, or Spring/Summer, or Summer/Fall, or Spring/Fall (Summer enrollment is not required, but students may choose to make the Summer term part of the set of two continuous terms).
- Complete at least 8 credits by the end of the second term of work.
- Receive no grade below a B- in the first two terms of work, and no incompletes.

If a student does not meet the requirements of their provisional admission within the time allowed, the student will be withdrawn from their coursework and degree program. If the student wishes to return to their program, they must qualify for full admission through a new application.

SoED Non-degree Admission

Applicants who meet the admission requirements but miss the application deadlines may be considered for non-degree admission. Non-degree status means that a student is not formally enrolled in a degree-seeking or licensure-seeking course of study and does not qualify for financial aid. Students who apply for non-degree status are limited to taking six semester credits at the University of St. Thomas. Non-degree students are not guaranteed regular or provisional admission to any program.

Students seeking non-degree admission must submit the following:

- A completed application form
- An official copy of all undergraduate transcripts
- A résumé

SoED International Admissions

In addition to fulfilling standard SoED admission requirements, international applicants whose primary language is not English must satisfy the English proficiency requirement cited above prior to being accepted (see regular admission requirements). International students must have their transcripts evaluated by the Educational Credential Evaluators (ECE) to show United States equivalency.

Conditional International Admission in SoED programs

International applicants who meet all admission requirements other than the minimum TOEFL scores may be admitted conditionally in order to continue their language proficiency study in the University ELL program. With the permission of the appropriate department chair, a conditionally enrolled international student may be allowed to audit a class to gain U.S. classroom experience. Upon reaching an advanced level in the ELL program, conditionally admitted students may be able to take one identified class IF their program has identified such a class as suitable for students with limited English proficiency.

SoED Audit Admission

Students who are eligible for admission to a credit-bearing course may register to audit a course, for no credit, provided they meet the prerequisites for the course. An audit fee will be charged. Students who audit graduate courses in education will be expected to complete all class assignments. In no case can students subsequently receive credit for audited courses. Students must be admitted to a SoED degree program in order to audit a course; non-degree students cannot audit courses.

Inactivation/Reinstatement

Students who do not register for any program coursework at St. Thomas for one calendar year (without an approved Course Interruption request) are removed from the active student list. An inactivated student who wishes to return and resume a program needs to contact their program advisor. If the student is reinstated, the terms of the current catalog will be applicable, and the student may be subject to new degree requirements. Because programs continuously evolve, all coursework (including transfer coursework) needs to be reevaluated in terms of revised program requirements, course currency limitations, and a program completion plan. Course currency policies are explained later in this Handbook.

MA Returning Student Policy

This policy is for former students who would like to return and complete their MA degree but are outside of the time limit policy to complete their degree. (In the spring term of 2018, a new policy was put in place requiring students complete their MA degree in 4 years. Prior to spring of 2018, students were given 7 years to complete their MA degree.)

Listed below are the specific course requirements for returning students who aim to complete an MA degree in the School of Education. Students who are 20 years or more outside the time limit policy for their program may be required to re-take most, and possibly all, of their previous courses depending on the program to which they were originally admitted and the availability of courses within that program.

- For special education programs:
 - If the student is 1-2 years outside of the time limit policy, they must complete remaining requirements plus one additional elective course.
 - If the student is 3-5 years outside of the time limit policy, they must complete remaining requirements plus two additional elective courses.
 - If the student is 6-8 years outside of the time limit policy, they must complete remaining requirements plus they must choose to either add on a license or complete the four core educational studies classes. If the student chooses to add on a license, they must complete the required licensure classes and complete a clinical practice experience.
 - If the student is 9+ years outside of the time limit policy, they must complete remaining requirements, and they must choose to either (a) add on a license plus complete two additional electives courses, or (b) complete the four core educational studies classes plus two additional elective courses.

- For teacher education programs:
 - If the student is 1-2 years outside of the time limit policy, they must complete remaining requirements plus one additional elective course.
 - If the student is 3-5 years outside of the time limit policy, they must complete remaining requirements plus two additional elective courses.
 - If the student is 6-8 years outside of the time limit policy, they must complete remaining requirements plus they must complete the four core educational studies classes.
 - If the student is 9+ years outside of the time limit policy, they must complete remaining requirements plus the four core educational studies classes plus two additional elective courses.

- For educational leadership programs:
 - If the student is 1-2 years outside of the time limit policy, they must complete remaining requirements plus one additional elective course decided on between the student and their faculty advisor.
 - If the student is 3-5 years outside of the time limit policy, they must complete remaining requirements plus two additional elective courses decided on between the student and their faculty advisor.
 - If the student is 6-8 years outside of the time limit policy, they must complete remaining requirements plus four additional elective classes decided on between the student and their faculty advisor.
 - If the student is 9+ years outside of the time limit policy, they must complete remaining requirements, plus six additional elective classes decided on between the student and their faculty advisor.

Once all course requirements have been completed, the program advisor will review the student's degree evaluation and the student can apply for graduation to receive their degree.

If a student's program no longer exists (eg. "curriculum and instruction"), to obtain an MA they need to apply to the MA in Educational Studies program and complete the required courses listed above in the

TE section. The program advisor will then substitute remaining requirements with previous coursework to reach the required MA credit amount.

Students can apply for financial aid by completing a FAFSA and working with the financial aid office to determine their eligibility. Satisfactory Academic Progress (SAP) issues could occur; they will be addressed on a case-by-case basis. If it is determined that the student no longer qualifies for financial aid, it will be up to the student to decide if they want to move forward with completing their degree.

This is the official MA student returning policy. If a student would like to petition for exceptions to this policy, they can complete a petition form with their program advisor, and it will be reviewed by the department chair, and the dean or associate dean.

REGISTRATION POLICIES

Registering for Graduate Courses

Upon admission to a graduate program, students are assigned a faculty advisor and a staff (i.e., program) advisor. Faculty advisors provide information about electives and other academic matters. Staff (program) advisors assist with logistics. Students are responsible for maintaining contact with their advisors throughout their time in the program. Some programs require that students contact an advisor before every registration. Students should consult their program's policies for more specific requirements.

The SoED course schedule is available online prior to semester registration on the SoED web site under resources for [current students](#) (via [Murphy Online](#) and [Classfinder](#)). Registration is completed via the Murphy Online Web registration system. Please consult the schedule for registration dates and times. Students are required to register for a course **prior to** the first day of class to avoid a late fee. It is highly recommended that students register as early as possible to help avoid course cancellation due to low enrollments. Complete instructions are listed in the graduate course schedule. Students who encounter registration problems should contact the SoED registration staff at: soed-registration@stthomas.edu.

Registering as a Non-degree Student

Non-degree students should consult their program advisor (or, if one has not been assigned, should email soed-registration@stthomas.edu) for policies and practices regarding registration. Non-degree students cannot audit SoED courses and **do not** qualify for financial aid. Acceptance as a non-degree student does not imply or guarantee full admission to a degree program.

Dropping/Adding Courses and Financial Aid Implications

Before classes begin and **during the first week** of classes, students may drop or add courses using [Murphy Online](#). **After** classes begin, graduate students must officially change their registration by contacting the SoED registration staff at: soed-registration@stthomas.edu or by emailing their program advisor. **Non-attendance in a course does not constitute withdrawal** and will result in a grade of F (unless the student officially withdraws). Students are advised to check with the Financial Aid Office

since adding and dropping classes may change their financial aid status/liability. See the section of this Handbook on withdrawals for additional information.

Maximum Credit Load

The maximum credit load for SoED graduate students is **ten credits for fall and spring terms** and **seven credits for summer term**. Students who wish to carry more credits in a term need to obtain permission from the department chair. Criteria for such approval will take account of such things as grade point average, current employment/life demands, the type of courses requested, etc. Permission is not extended to students who are not making normal progress in their course of study.

Directed Study

Directed Study refers to a regular course offered to an individual student or small group of students (usually fewer than ten) under the direction of a faculty member as approved by the appropriate department chair and associate dean. A Directed Study may be offered if the course is not available during a particular term because of schedule constraints or low enrollment, etc. The Directed Study follows an approved syllabus.

Individual Study

An Individual Study is a course of study for credit requested by the student and taken under the direction of a faculty member for study in an area not addressed by current course offerings. An Individual Study course must be approved by the faculty advisor, the department chair, and the associate dean.

Generally speaking, a maximum of three credits at the master's degree level and six credits at the doctoral level may be taken as individual study; but under special circumstances, the SoED may approve a student's request to take more credits on an individual study basis. The students must petition the department chair and the petition must be approved by the associate dean. Individual Study registration is available only to students accepted into degree, licensure, or certificate programs; it is not available to non-degree students.

Directed and Individual Study Contracts

Students work with program staff advisors to fill out the approved individual or directed study contract. After the contract is approved, the form is submitted to the SoED registration staff at soed-registration@stthomas.edu for manual registration. A copy of the approved individual or directed study contract will be retained in the student's record.

Class Cancellation

The University of St. Thomas reserves the right to cancel any class that has insufficient enrollment.

SUBSTITUTIONS AND TRANSFER CREDITS

Please read *all* transfer policy information below. Familiarity with these policies may help you avoid taking a course elsewhere that will not be transferable.

Substitutions

A department may make substitutions for specific program requirements if a student has completed equivalent work within the five years before the student begins the program. **Course substitutions do not reduce the total minimum number of credits needed to complete a degree.** Thus, students for whom substitutions are approved might need to take an alternative course or courses to acquire the credits their program requires. Students seeking a substitution should discuss this with their advisors. A student seeking a substitution must submit a written request using the required form(s) and have the request approved by their advisor, department chair, and associate dean.

SoED teacher licensure programs are approved by the Professional Educator Licensing and Standards Board (PELSB) and substitutions can only rarely be approved.

CLEP (College-Level Examination Program) Exams

SoED graduate programs do not accept CLEP or CLEP-type exams in lieu of graduate coursework.

Transfer Credits

Transfer credits are graduate level credits and typically reduce the number of St. Thomas credits required to complete a degree. A maximum of nine semester hours of graduate credit, for which a grade of B- or above is recorded, may be approved for transfer into a master's degree program. The maximum number of graduate credits which may be approved for transfer into a doctoral program is twelve; a minimum grade of B- or above is required.

While individual programs may have requirements beyond those below, all courses transferred into graduate programs in the SoED must meet the following minimum conditions. Transfer credits must be:

- From a regionally accredited institution
- Earned at the graduate level
- Indicated by a letter grade of A, A-, B+, B, or B-
- Documented with an official transcript
- Earned no earlier than five years prior to the start of the St. Thomas program

Provided these minimum conditions are met, the program the student is enrolled in determines whether a course can be transferred. Students should contact their program advisor to evaluate requests for transfer.

It is highly recommended that students seek pre-approval before taking any course intended for transfer after matriculation. The formal pre-approval process requires signed paperwork filed with the SoED

(contact your program advisor to begin the process). Coursework that has not been pre-approved runs the very real risk of not being transferable to a St. Thomas program.

Transfer credits for work completed prior to admittance must be processed during the first term enrolled.

International Transcript Review

International transcripts will be reviewed by an appropriate outside agency to determine degree equivalency. Students should contact the Graduate Admissions Office for information regarding transcript review.

Continuing Education (CE) Course Transfer

Continuing Education credits differ significantly from regular credits. Most Schools of Education offer “Continuing Education” courses. These are designed primarily for the continuing professional development of teachers and administrators. As such, they typically cover niche areas of interest relevant to individuals after they graduate and are working in their licensure field. Continuing Education courses have an alternative curricular approval process, and so they are not accepted into degree programs.

Students are advised to be vigilant when seeking courses at other institutions since many schools do not overtly distinguish between regular and continuing education classes. Sometimes a helpful test is to investigate whether a course is accepted for credit within programs in that institution.

ATTENDANCE AND WITHDRAWALS

Class Attendance

Class attendance is an important component of learning. Students are expected to attend all classes, arriving at the beginning, and remaining for the entire class period. When some occasion prevents a student from attending class, it is the student's obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If students know that they will be absent on a particular day, they are responsible for seeing the instructor beforehand to obtain the assignments for that day. If students miss a class, they are responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due.

If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays.

Withdrawals

The graduate programs in the School of Education follow the general principles in the detailed policy statement regarding [undergraduate course, term, and institutional withdrawals](#) maintained in [General Counsel's Repository](#).

Below we summarize those principles as they apply to our graduate programs and note some details regarding implementation of the principles in our graduate programs.

Effect of non-attendance

Students who do not attend the first day of a course, or cease attending a course after the first day of the course, are not automatically withdrawn from the course by St. Thomas. The instructor does have the option of withdrawing a student from the course if the student does not attend the first day of the course. However, **students must not assume they have been withdrawn from a course if they did not attend the first day of class or cease attending classes**. It is the student's responsibility to confirm an instructor-initiated course withdrawal on Murphy Online with their program advisor, or to take the necessary steps under this policy to withdraw from the course.

Course withdrawal

Graduate students must use Murphy Online, email their program advisor, or send a message to the soed-registration inbox to withdraw from a graduate course in the School of Education. The official date of withdrawal from a course will be the date the withdrawal made using Murphy Online is effective, or the date an email is received by an advisor or within the soed-registration inbox.

The withdrawal date from a course, together with the start and end dates of the course (its “Part-of-Term”), will determine the effect on the transcript, the effect on tuition and fees, and the effect on financial aid.

- If the course the student wants to drop follows the standard [University Academic Calendar](#), that Calendar will include the relevant dates.
- If the course the student wants to drop does not follow the standard University Academic Calendar, the School of Education table for its special Parts-of-Term must be consulted for the relevant dates. This table can be found on the [SoED website for current students](#).

Effect on transcript

- Students who withdraw from a course before the “last day to drop a course without notation on record” will not have any record of that course on their transcript.
- Students who withdraw from a course between the “last day to drop a course without notation on record” and the “last day to withdraw from a course without a grade of F” will receive a notation of W for the course. A notation of W is an official grade and is posted on the student’s transcript. The notation of W will not affect the grade point average.
- Students who withdraw from a course after the “last day to withdraw from a course without a grade of F” will receive a grade of F for the course. A grade of F is an official grade and is posted on the student’s transcript. The grade of F will affect the grade point average.

Effect on tuition and fees

- Students are responsible for all tuition and fees associated with the course unless a refund is available under applicable policies.
- The availability of a full refund, a partial refund, or no refund will be determined based on the official date of withdrawal.
- Refunds, if any, for a withdrawn course that follows the standard University Academic Calendar are specified in that Calendar.
- Refunds, if any, for a withdrawn course that does not follow the standard University Academic Calendar are specified on the School of Education Parts-of-Term table which can be found on the [SoED website for current students](#).

Effect on financial aid

- A student’s financial aid may be affected by course withdrawal. Students should contact the Financial Aid Office to determine any consequences to their financial aid related to withdrawing from a course.

Term withdrawal

Students who intend to withdraw from all courses in the current term, with the intention of enrolling in courses in future terms at St. Thomas, must withdraw from each individual course in accordance with the instructions above.

Under certain exceptional circumstances, a student who initiates a term withdrawal between the “last day to withdraw from a course without a grade of F” and the last day of the term may still receive a notation of W for all courses on the transcript. **Students must contact their program advisor to investigate whether their circumstances qualify for this rare exception, which must ultimately be approved through the dean’s office.**

Students who plan to return to St. Thomas after any term withdrawal should review the procedures regarding readmission as a former student, as the student may be required to seek readmission before reenrolling in courses at St. Thomas.

Institutional withdrawal

Students who intend to complete all courses in the current term but intend not to enroll in courses in future terms at St. Thomas should contact their program advisor for assistance with the institutional withdrawal process.

Under exceptional circumstances, a student who initiates an institutional withdrawal between the “last day to withdraw from a course without a grade of F” and the last day of the term may still receive a notation of W for all courses on the transcript. **Students must contact their program advisor to investigate whether their circumstances qualify for this rare exception, which must ultimately be approved through the dean’s office.**

Syllabi

Professors may distribute course syllabi electronically before the first class or provide copies to students at the first-class meeting. Syllabi may also become available to students in the learning management system (Canvas) for individual courses after registration.

GRADING SYSTEM

Grading Philosophy

Grades indicate a professor's evaluation of the degree of student mastery of course outcomes. Grades are not intended to reflect the degree of student effort.

Faculty members are responsible for evaluating student performance and determining grades for students in their courses. The criteria for grading are normally described in the course syllabus and should be discussed at the beginning of the semester. Students are responsible for requesting appropriate clarification if needed. A faculty member may change the criteria for grading during the semester and will communicate the new criteria and the purpose for the change. Students are responsible for keeping track of such changes.

Grades are posted approximately four (4) weeks after the last day of the final exam period. Transcripts with grades and credits will not be available prior to this. Please plan accordingly for lane change timelines set by your employer.

School of Education Grade Scale

The following grades are used in the SoED graduate programs.

A
A-
B+
B
B-
C+
C
F

Also: S: Satisfactory
I: Incomplete
R: Unsatisfactory
IP: In Progress
W: Withdrawal
NR: Not Recorded

Normally, student performance in courses is evaluated on a letter grade basis. Some courses may be graded on a pass-fail basis within some programs. These may include practicum or field experiences, internships, and doctoral projects or dissertation work. The expected level of performance for the student will be the attainment of a grade of **A, A-, B+, B, B-, or S** in the academic program. Grades **below a B-** are considered unsatisfactory and must be remediated, as explained below.

Grade Expectations

Graduate students are expected to attain a grade of B- or better in all graduate program coursework. If a student receives a C+ or lower, the student is placed on academic probation and a letter of academic

probation is issued. The student who receives a second grade of C+ or lower may be dismissed from the program. Grades of C+ or lower cannot be accepted into program coursework and must be repeated with a grade of B- or better.

For additional information on grade expectations, see the section below on Academic Progress (Including Program Time Limits), Probation, and Dismissal.

University Policy/Procedure re. Incompletes

- The grade of “I” (Incomplete) may be assigned if a student has not completed the work of the course, has good reason for the delay, and has made arrangements with the instructor before the date grades for the course are due to be submitted. Ordinarily, “good reason” will involve matters not wholly within the control of the student, such as illness.
- The mark of “I” cannot be used to allow a student to improve a grade by submitting work over and above that ordinarily expected for the course, or by re-doing work already submitted.
- Instructors submitting a grade of Incomplete for a student must complete the appropriate form. Here are links both to the [form for undergraduates](#), and the [form for graduate students](#) (the form for graduate students is accessible to instructors and program advisors). The instructor must send the form to the appropriate registration office (details are provided on the forms) and send a copy to the student.
- Students must submit missing work for courses taken the preceding fall or J-term by May 1 (instructors have until May 31 to submit grades). Students must submit missing work for courses taken the preceding spring or summer by December 1 (instructors have until December 31 to submit grades).
- Instructors submit final grades by using the [grade-change form](#).
- Incompletes automatically roll to F’s if the deadlines for instructors to submit grades are not met.
- Any student receiving a grade of F (or R) will be required to re-register for the course (assuming the student wants/needs the course credit.)
- Two Incompletes may disqualify a student from registering for additional courses.

Grade of “NR”

In an instance where a grade has not been assigned at the end of the term, a designation of Not Recorded (NR) will be assigned to the student’s academic record. The NR must be changed to a grade by the instructor. In the absence of a final grade on or before the deadline, the mark of NR will be changed to a grade of F.

Grade of “In Progress”

The grade of “In Progress” (IP) is used for a limited number of courses involving work such as dissertations that take place over an extended period and are on the S/R grading scale. A grade of “IP” can be noted for a maximum of two years, after which it will be changed to a grade of R. Any student receiving a grade of R will be required to re-register and re-pay for the course.

Workload Expectations and Credit Hours

The University of St. Thomas defines a “credit hour” as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and other academic work leading toward the award of credit hours.

Following this definition, students are expected to engage in 2 hours of out-of-class work for every hour of classroom or faculty instruction. Out-of-class work is described on the course syllabus.

Repeated Courses

If a student has not been dismissed from a SoED program, a course for which a student has received a grade of less than B- must be repeated to improve the grade based on program requirements. Students are charged full tuition for repeated courses. All grades remain on the transcript. However, if a course is repeated, the lower grade will be excluded from the GPA calculation. Students earning a B- or better in a course cannot retake the course to improve their grade.

Change of Grade Limitations

An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade.

Grade Appeal Process/Limitations

The evaluation of performance resulting in the assignment of grades is a fundamental right and duty of faculty members.

Most grade grievances result from error, misunderstanding, or a disagreement about performance in a class. If a student believes that a grade received is incorrect or unfair, the student should contact the faculty member directly to request clarification and to attempt to resolve any disagreement. This must be done within ten days of receipt of the grade report. The faculty member needs to explain the process used in determining the grade and may provide other appropriate information.

If no resolution is achieved, *and if the student is asserting that verifiable bias in grading has occurred*, the student may file a grievance. A grade appeal grievance must be based on a claim of verifiable bias.

ACADEMIC PROGRESS (INCLUDING TIME LIMITS), PROBATION, AND DISMISSAL

Satisfactory academic progress requires all the following:

1. Satisfactory progress regarding course grades
2. Satisfactory progress regarding timely program completion
3. Satisfactory conduct in areas *other than* course grades and timely program completion

1. Satisfactory Progress Regarding Course Grades

Students are expected to move methodically forward toward program completion while receiving grades of no less than B-.

If a student receives any grade less than a B-, the student is automatically regarded as being on academic probation.

If a student who is on academic probation receives a second grade in a subsequent semester of less than B-, the student is automatically dismissed from the program.

If two grades of less than B- are earned in the same term, the student will either be placed on academic probation or dismissed from the program, according to the recommendation of the program director or department chair, in consultation with the faculty from that program. If the student is placed on academic probation, a grade of less than B- in a subsequent semester will result in automatic dismissal from the program.

If a student is provisionally admitted to a program and fails to meet the conditions of the provisional admission, the student is automatically dismissed from the program.

2. Satisfactory Progress Regarding Timely Program Completion

Students are expected to take coursework each year.

To ensure that coursework remains current and relevant at program completion, students are expected to complete their certificate or degree program within the number of years designated by the program plan. Seven years are allowed for completion of doctoral degrees. Five years are allowed for completion of an Ed.S. degree. Four years are allowed for completion of a master's degree. Three years are allowed for completion of certificate programs. A "year" begins at the start of the first term in which a student completes coursework in the program.

Program Interruption:

Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved formal Program Interruption temporarily freezes the program completion clock for up to one calendar year. Students who interrupt their programs for one calendar year or more without an approved Program Interruption are subject to the “Deactivation/Reinstatement” policy discussed in the “Admission Policies” section. Program interruption may impact a student’s financial aid package. It is advised that a student check with the [Graduate Financial Aid Office](#) to determine the level of impact. The maximum allowable program interruption is two calendar years.

Program Extension:

If a degree is not completed within the time limit, a request for a one-year extension may be filed by a student who has compelling reasons. Reasons such as getting settled in a career or beginning a family are not, in themselves, compelling. An extension request, which requires a complete explanation, is formally made to the program, and requires approval by the department chair (or program director) and the associate dean. No more than two program extensions will be approved for a candidate.

Students who do not complete their program within the allotted time (and do not have approved extensions or interruptions) will be automatically dismissed.

3. Satisfactory Conduct in Areas Other Than Course Grades and Timely Program Completion

Course grades tend to measure only performance as it relates to narrowly focused academic activities such as written papers, projects, and tests. From a professional preparation perspective, it is possible for a student to do very well on the formal academic requirements of a course while demonstrating marginal or poor professional attributes or behaviors. Such instances include (but are not limited to) absenteeism, tardiness, late, and/or missing assignments, rudeness, insensitivity or disrespectfulness to others, a variety of –isms (racism, sexism, classism, ageism, etc.), and other conduct that does not demonstrate appropriate professional dispositions or behavior. Students are expected to develop the behaviors, characteristics, and dispositions that are associated with their program of study.

Students are also expected to understand and conduct themselves in accordance with the ethical standards of the profession in the program in which they are registered. Students are advised to read and understand the ethical code(s) or ethical systems applicable to their program, to consult it (them) whenever appropriate, and to seek out faculty for clarification of any part of the ethical codes or systems they do not understand.

Further, it is important that students are aware of ways in which their conduct, personal appearance, attitudes, values, and behaviors influence student, peer, and general public opinions. Students should behave in a manner that positively influences the way in which the individuals and systems they serve, and the general public, view them as professionals, both in academic/clinical/teaching/consulting and other official situations, as well as in circumstances that might not, on the face of it, seem to be professional or official.

Departmental Performance Review:

Unsatisfactory or unacceptable performance in one of the dimensions mentioned above must be documented in writing and included in the student's Optix file. If a department chair judges that there is documented evidence of serious performance issues in one of these dimensions, the chair may initiate a full review of the student's performance at the departmental level. Reviews may be conducted by the full core faculty in the unit, or some subset of the core faculty as designated by the department chair or program director. After a performance review, a department may decide to dismiss a student from the program. A student may appeal such a dismissal to the dean. The dean may convene a committee to provide advice regarding such an appeal or may act on the appeal without convening a committee.

Dean's Review:

In some circumstances, the dean may act to dismiss a student from a program (for cause) without a departmental recommendation. The dean may convene a committee to provide advice regarding a potential dismissal or may act independently, without convening a committee.

CRITERIA FOR FULL-TIME STATUS IN "WORK AND LEARN" PROGRAMS

Students enrolled in Work and Learn programs have full-time status in the Fall or the Spring term if they are registered for at least 4 credits in the term at issue. Work and Learn students have full-time status during the J-term or the Summer term if they are registered for at least 2 credits in the term at issue.

ACADEMIC INTEGRITY VIOLATIONS

Students are expected to maintain high standards of academic integrity. Academic dishonesty undermines accurate evaluation of students' knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, takes unfair advantage of other students, and defrauds those who may eventually depend upon the student's knowledge and integrity.

The following is a list of some behaviors that constitute academic dishonesty. The list is not exhaustive but includes several common types of academic dishonesty.

Examination Behavior

The following are considered unacceptable examination behaviors:

1. Communicating with another student during an examination unless expressly approved by the instructor
2. Copying material from another student's examination
3. Allowing another student to copy from your exam
4. Using notes, tables, diagrams, or other resources (including electronic resources) during an examination unless expressly approved by the instructor

5. Using external assistance during an examination, including a take-home examination, unless expressly permitted by the instructor

Fabrication

Any intentional falsification or invention of data, assessment results, or citations in an academic or clinical assignment is a violation of academic integrity. The following are examples of academic dishonesty involving fabrication:

1. Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience
2. Inventing or falsifying reference citations in an academic, clinical, or scholarly report or paper

Plagiarism

Plagiarism is the presentation of the words or thoughts of another person as your own. It involves use of a source without giving due credit to the original author. It may involve quotation (even of a few words) without properly identifying material as quoted. The use of any ideas or quotations from another written source requires formal acknowledgement of that source. If there is anything about plagiarism you do not understand, ask your professor.

Some other types of Academic Dishonesty (not an exhaustive list)

1. Using a paper, report, or other assignment in more than one class or field experience without the instructor's express permission
2. Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor
3. Using another person to complete classroom or field assignments or take-home exams without the knowledge and consent of the instructor
4. Falsifying or altering official academic or clinical records

Note: If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor.

In cases of cheating, plagiarism, or other academic dishonesty, the instructor will impose a minimum sanction of failure for the work involved. The instructor will inform the student, the chair, and the dean of the school, in writing, of:

- The nature of the offense
- The penalty imposed within the course
- The recommendation of the instructor to the dean as to whether further disciplinary action by the dean is warranted.

The dean of the school will determine whether further disciplinary action is warranted, and if so, what action to take. The dean may convene a faculty committee to advise on the matter, or may act independently, without convening a committee. Possible penalties include but are not limited to: failing the student in the course, requiring specific remedial actions on the part of the student, and dismissal of the student from the program.

Academic dishonesty is reported to a central University office, which maintains records regarding offenses and allows a school or college to determine whether the student has been guilty of an offense in another unit. A student guilty of multiple offenses faces dismissal from the program.

SEXUAL MISCONDUCT POLICIES AND PROCEDURES

All University students are subject to the University of St. Thomas Sexual Misconduct Policies and Procedures, which are located here: <https://www.stthomas.edu/title-ix/>

Contact and Reporting information is located here: <https://www.stthomas.edu/title-ix/contactreportinginformation/>

POLICY APPEALS AND STUDENT GRIEVANCES

The Distinction Between Appeals and Grievances

A policy appeal is a student request for an exemption from a particular SoED policy. Students making such appeals should cite compelling reasons as to why a policy should not apply to them. SoED policy exemptions are not made routinely. Students making appeals must cite serious circumstances beyond their control. Reasons such as getting settled in a career, heavy workloads, or beginning a family are not, in themselves, compelling reasons. The associate dean in consultation with the department chair generally considers policy appeals. The request should first be addressed to the department chair.

Student grievances are petitions brought by students who believe that one or more of their student rights have been denied because of an arbitrary or capricious decision or action. SoED student grievances that relate to the SoED are handled within the *Student Grievance Process* cited below.

Grievances Involving Recommendation for Licensure (PELSB)

For students in the SoED, the MN PELSB (651-539-4200) has established the following rule:

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14 of the Minnesota state statutes.

Student Grievance Process

Students who believe their rights have been denied due to an arbitrary or capricious decision or action may file a grievance by utilizing the following "chain of command" sequence. Students are advised that skipping a step in the process is likely to increase the time required to resolve the grievance, because University administrators involved in this process will not address a grievance until it has gone through the appropriate steps of the sequence to reach their level. The relevant administrator(s) will consider the grievance at the designated step and, if possible, attempt to resolve it. If satisfactory resolution is not reached, a student may opt to move to the next step.

Grievance Against SoED Program Staff or Faculty, Including Related to Assessments of Student Performance

A student may file a grievance against a SoED staff or faculty member *only if it is asserted that a specific decision or action that adversely affected the student has violated the student's rights because it was arbitrary or capricious.*

A student grievance against SoED program staff or faculty must follow the sequence identified below, starting with the most immediate person involved, and moving (if the student finds initial resolutions unsatisfactory and wishes to pursue the matter), to the program director or department chair, the dean, the University Grievance and Discipline Committee, and the provost.

The formal grievance process is initiated when a written grievance is presented to the pertinent SoED staff or faculty member using the SoED's official grievance form. The written grievance must identify the specific decision or action that is being protested and clearly explain which rights were violated and how the decision or action was arbitrary or capricious. If the grievance involves a course grade, the grievance also must present verifiable evidence of bias. An official grievance form may be obtained from the SoED dean's office.

At the conclusion of each step in the process within SoED, the University official considering the grievance puts their decision in writing. A copy of the grievance decision is provided to the student. The student then has five days to submit an appeal to the next level in the process. To appeal, the student must submit the grievance form to the next person in the chain within the five-day period. At each appeal level, the submitted grievance form must include the original written grievance, the grievance decisions(s) issued by University official(s), and the student's written appeal(s) of that decision. If a student does not appeal within the five-day period, the matter will be considered resolved.

If the grievance reaches the level of the SoED dean without resolution, the dean may decide the appeal directly or may ask the Academic Affairs Committee or an ad-hoc committee appointed by the dean to consider the grievance and make a recommendation to the dean. If asked to consider the grievance, the committee will examine the grievance, grievance response(s) and appeal(s). The committee may, in its discretion, investigate or hold a hearing or it may issue a recommendation to the dean based upon the written documentation. The dean will consider the grievance, the grievance decisions(s), and appeal(s) as well as the recommendation of the committee. The dean will consider but is not bound by the committee's recommendation. The dean will issue a grievance decision.

The SoED dean's decision may be appealed to the University Grievance and Discipline Committee in accordance with the University student grievance process. The University Grievance and Discipline Committee's decision may be appealed to the provost in accordance with the University student

grievance process. The decision of the provost is final. Students may consult with the University's Dean of Students about the University student grievance process.

Grievance Sequence for Grievances Against Program Staff or Faculty

For purposes of clarity, the steps in the grievance process for grievances against program staff or faculty are summarized below.

Step 1: Student submits a written grievance to a faculty member or staff member and copies the department chair or program director. A grievance form is available in the SoED dean's office. The faculty or staff member will consider the student's grievance and issue a written grievance decision.

Step 2: Within five days of receiving the Step 1 grievance decision, the student may submit a written appeal to the department chair or program director. The department chair or program director will consider the student's grievance and issue a written grievance decision.

Step 3: Within five days of receiving the Step 2 grievance decision, the student may submit a written appeal to the dean. The dean may ask the SoED Academic Affairs Committee, or an *ad hoc* committee appointed by the dean, to consider the grievance and make a recommendation. The dean will consider the student's grievance and the committee's recommendation (if any) and issue a written grievance decision.

Step 4: Within five days of receiving the Step 3 grievance decision, the student may appeal to the University Grievance and Discipline Committee in accordance with the University [student grievance process](#).

Step 5: Within five days of receiving the Step 4 grievance decision, the student or the program personnel may appeal to the provost in accordance with the University [student grievance process](#). The decision of the provost is final.

Grievances Against Another Student

Student grievances against another student are handled through the University student grievance processes or, when deemed appropriate, by the Dean of Students. Students contemplating a grievance against another students should contact the [Dean of Students](#).

SCHOOL OF EDUCATION LICENSURE POLICIES

Allied and Content Course Reviews

All allied and content coursework considered for application to the licensure requirements is reviewed by content experts/faculty. The content of the course and how long ago the course was completed are both considered in the review. All decisions on courses are final.

Education and Pedagogy Course Reviews

Due to the nature of the standards-based programs and the approval required from the Minnesota PELSB, rarely will courses from other institutions in education or pedagogy be approved for licensure requirements. The review process requires a syllabus from the course when it was taken. Education and pedagogy course work considered for application to the licensure requirements must be less than seven (7) years old at the time of admittance to the licensure program. All decisions on these courses are final.

Credit Requirements Prior to Clinical Practice

Candidates must complete all required licensure course work PRIOR to clinical practice. Candidates must complete at least 9 credits at St. Thomas in the department prior to clinical practice.

Field Experiences

All field experiences must be completed in the semester for which they are registered. Field experiences cannot be completed prior to taking the co-requisite course as assignments in the course are embedded in the field experiences. Field experience hours cannot be “banked” for future semesters.

Field experiences, not case studies, must be completed in schools for the scope of the license.

License Application Submission

After completing a licensure program, candidates may be recommended for licensure when all requirements are met, all paperwork submitted, and all grades are posted on the transcript (not the last day of class).

Candidates should submit their licensure application within one semester of completing their St. Thomas course work. If candidates submit their application after this time frame, additional requirements might be needed as the state has the ability to change licensure laws at any time.

License Requirements

The Minnesota Teacher Licensure Examinations (MTLE) provide a statewide means of assessing basic skills, pedagogical understanding, and subject area knowledge of Minnesota K-12 teacher candidates. Some candidates seeking a license will be required to complete a pedagogy exam tied to the age level they plan to teach, and a content area exam tied to their licensure area. Having to complete these exams will depend on the type of license the candidate holds and how the license was obtained. In addition, all candidates for an initial license are required to take and pass each section of the edTPA. If teacher candidates fail any section of the portfolio, then they are expected to resubmit the necessary component at their own expense. If further assistance is needed, then they will need to audit the Clinical Practice course in order to receive additional remediation to pass the edTPA. Teacher candidates are responsible for all costs associated with auditing and resubmitting sections of the edTPA.

GRADUATION POLICIES

Awarding of Degree

The public and students alike often mistake a commencement ceremony with actual graduation. In fact, students often participate in commencement when they have outstanding degree requirements to complete. Students are official graduates of a program only when the completed degree is posted on their transcript. A degree is posted to a transcript only when all requirements have been completed and the student's requirements are officially reflected in the system of record by the last day of the term for the semester the degree is to be awarded; it is NOT posted on the date a ceremony is attended.

For non-doctoral candidates in the SoED, degrees are posted to transcripts four times a year: December (fall semester), January (J-term), May (spring semester), and August (summer term). Doctoral students in the SoED have their degree posted on the date that they complete all requirements.

Application for Graduation

In order to graduate, students must submit a graduation application whether or not they intend to participate in the commencement ceremony. This ensures that a graduate's name will appear correctly on the diploma. Please note that it is the responsibility of the student to complete a graduation application. A link to the SoED Application for Graduation can be found on the [SoED website for current students](#).

Students **must reapply** for graduation if for any reason they do not graduate on the date for which they had originally declared themselves candidates. It is the responsibility of the student to complete all requirements for graduation and otherwise to comply with the administrative and academic policies specified by this school.

The University has one formal walk-across-the-stage commencement ceremony each May. Ceremony information can be found at [Commencement Information](#).

Master's Candidates

Candidates may participate in the spring commencement if they are registered to complete their degree with six (6) or fewer credits remaining in the two semesters (summer and fall) following the May ceremony. Be aware that degrees will not be posted to transcripts until all requirements are met, which may not be the date of the ceremony attended. If a degree was awarded in August or December prior to the May commencement, candidates may participate in the ceremony.

Doctoral Candidates (Ed.D.)

Electronic copies of the dissertation, as approved by the candidate's dissertation committee, must have been submitted to and approved by the department in order for the student to participate in the ceremony.